(c) whether the National Commission for Women has made any recommendations in this behalf and if so, Government's reaction thereto?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRIMATI KANTI SINGH): (a) No, Sir.

(b) Does not arise.

(c) According to the information supplied by the National Commission for Women, the Commission has recommended to the Administrator of the Union Territories (UTs) of Dadra and Nagar Haveli and Daman and Diu to take steps for the setting up of a common women's commission for both the UTs and also to consider seeking the services of women's commissions in other States/UTs such as Goa and Delhi. The UT Administration has informed the Commission that constitution of a UT level Commission is already underway.

**AIDS awareness in schools curriculum**

†1042. SHRI P. K. MAHESHWARI: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government have asked all the State Governments to include information about AIDS in school curriculum to make the youths aware of it;

(b) if so, the details thereof;

(c) whether Government do not feel that teachers should be given training before including such information in the schools curriculum; and

(d) if so, the steps Government are going to take in this regard?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI M.A.A. FATMI): (a) Under the National Population Education Project (NPEP), adolescence education was introduced in schools. The project is being implemented in 30 States and Union Territories through State Councils of Educational Research and Training (SCERTs)/ State Institutes of Education (SIEs). It aims at making students aware of the crucial concerns of the adolescence period including HIV/AIDS.

(b) Adolescence Education has three major components: (a) Process of Growing Up, HIV/AIDS and Drug Abuse. All these components are of

†Original notice of the question was received in Hindi.

crucial importance in respect of the menace of HIV/AIDS. Two kinds of approaches are being adopted in this regard. Through curricular approach, effort is being made to facilitate and promote incorporation of HIV/AIDS elements in the National Curriculum Framework, syllabi, textbooks, other instructional materials, teaching-learning processes and evaluation process. Through co-curricular approach, activities are being organized in schools in a phased manner to influence attitude, behaviour and skill development focused on HIV/AIDS concerns among students.

(c) Yes, training of teacher is essential for effective transaction of HIV/AIDS elements in schools.

(d) Under NPEP, training programmes are organized for orientation of curriculum framers, textbook authors, material developers and teacher educators and intensive training of master trainers and teachers. A special package of materials 'Adolescence Education in Schools: Packages of Basic Materials' has been published by the NCERT for this purpose. The State Population Education Cells located in SCERTs, SIEs have adapted and translated this package into their respective languages and are using this material in various activities including training.

**Eradication of Illiteracy**

1043. MS. PRAMILA BOHIDAR: Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state the achievement as provided in the National Policy on Education with reference to eradication of illiteracy as well as expenditure on education?

THE MINISTER OF STATE IN THE MINISTRY OF HUMAN RESOURCE DEVELOPMENT (SHRI M.A.A. FATMI): The National Policy on Education (NPE) 1986, as modified in 1992, envisages that "the whole nation has pledged itself, through the National Literacy Mission, to the eradication of illiteracy, particularly in 15-35 age group through various means, with special emphasis on total literacy campaigns. The Central and State Governments, political parties and their mass organizations, the mass media and educational institutions, teachers, students, youth, voluntary agencies, social activist groups, and employers, must reinforce their commitment to mass literacy campaigns, which include literacy and functional knowledge and skills, and awareness among learners about the socio-economic reality